



Pathways to Higher Education Project

Center for Advancement of Postgraduate
Studies and Research in Engineering Sciences,
Faculty of Engineering - Cairo University
(CAPSCU)



Cairo University

Teams and Work Groups

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Acknowledgment

On behalf of Pathways to Higher Education Management Team in Egypt, the Project Coordinator wishes to extend his thanks and appreciation to the Ford Foundation (FF) for its full support to reform higher education, postgraduate studies and research activities in Egypt. The Management Team extend their special thanks and appreciation to Dr. Bassma Kodmani, Senior Project Officer at the Ford Foundation office in Cairo, who helped initiate this endeavor, and who spared no effort to support the Egyptian overall reform activities, particularly research and quality assurance of the higher education system. Her efforts were culminated by the endorsement to fund our proposal to establish the Egyptian Pathways to Higher Education project by the Ford Foundation Headquarters in New York.

The role of our main partner, the Future Generation Foundation (FGF), during the initial phase of implementation of the Pathways to Higher Education Project is also acknowledged. The elaborate system of training they used in offering their Basic Business Skills Acquisition (BBSA) program was inspiring in developing the advanced training program under Pathways umbrella. This partnership with an NGO reflected a truly successful model of coordination between CAPSCU and FGF, and its continuity is mandatory in support of our young graduates interested in pursuing research activities and/or finding better job opportunities.

The contribution of our partner, The National Council for Women (NCW), is appreciated. It is worth mentioning that the percentage of females graduated from Pathways programs has exceeded 50%, which is in line with FF and NCW general objectives. The second phase of the project will witness a much more forceful contribution from the NCW, particularly when implementing the program on the governorates level as proposed by CAPSCU in a second phase of the program.

We also appreciate the efforts and collaborative attitude of all colleagues from Cairo University, particularly the Faculties of Commerce, Art, Mass Communication, Law, Economics and Political Sciences, and Engineering who contributed to the success of this project.

Finally, thanks and appreciation are also extended to every member of the Center for Advancement of Postgraduate Studies and Research in Engineering Sciences (CAPSCU), Steering Committee members, trainers, supervisors and lecturers who were carefully selected to oversee the successful implementation of this project, as well as to all those who are contributing towards the accomplishment of the project objectives.

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CU Cairo University

NCW National Council for Women

FF Ford Foundation

FGF Future Generation Foundation

CAPSCU Center for Advancement of Postgraduate Studies and Research in Engineering Sciences, Faculty of Engineering - Cairo University

Publisher Introduction

The Faculty of Engineering, Cairo University is a pioneer in the field of learning and continual education and training. The Center for Advancement of Postgraduate Studies and Research in Engineering Sciences, Faculty of Engineering - Cairo University (CAPSCU) is one of the pillars of the scientific research centers in the Faculty of Engineering. CAPSCU was established in 1974 in cooperation with UNIDO and UNESCO organizations of the United Nations. Since 1984, CAPSCU has been operating as a self-financed independent business unit within the overall goals of Cairo University strategy to render its services toward development of society and environment.

CAPSCU provides consultation services for public and private sectors and governmental organizations. The center offers consultation on contractual basis in all engineering disciplines. The expertise of the Faculty professors who represent the pool of consultants to CAPSCU, is supported by the laboratories, computational facilities, library and internet services to assist in conducting technical studies, research and development work, industrial research, continuous education, on-the-job training, feasibility studies, assessment of technical and financial projects, etc.

Pathways to Higher Education (PHE) Project is an international grant that was contracted between Cairo University and Ford Foundation (FF). During ten years, FF plans to invest 280 million dollars to develop human resources in a number of developing countries across the world. In Egypt, the project aims at enhancing university graduates' skills. PHE project is managed by CAPSCU according to the agreement signed in September 22nd, 2002 between Cairo University and Ford Foundation, grant No. 1020 - 1920.

The partners of the project are Future Generation Foundation (FGF), National Council for Women (NCW) and Faculties of Humanities and Social Sciences at Cairo University. A steering committee that includes representatives of these organizations has been formed. Its main tasks are to steer the project, develop project policies and supervise the implementation process.

Following the steps of CAPSCU to spread science and knowledge in order to participate in society development, this training material is published to enrich the Egyptian libraries. The material composes of 20 subjects especially prepared and developed for PHE programs.

Dr. Mohammad M. Megahed
CAPSCU Director
April 2005

Foreword by the Project Management

Pathways to Higher Education, Egypt (PHE) aims at training fresh university graduates in order to enhance their research skills to upgrade their chances in winning national and international postgraduate scholarships as well as obtaining better job.

Pathways steering committee defined the basic skills needed to bridge the gap between capabilities of fresh university graduates and requirements of society and scientific research. These skills are: mental, communication, personal and social, and managerial and team work, in addition to complementary knowledge. Consequently, specialized professors were assigned to prepare and deliver training material aiming at developing the previous skills through three main training programs:

1. Enhancement of Research Skills
2. Training of Trainers
3. Development of Leadership Skills

The activities and training programs offered by the project are numerous. These activities include:

1. Developing training courses to improve graduates' skills
2. Holding general lectures for PHE trainees and the stakeholders
3. Conducting graduation projects towards the training programs

Believing in the importance of spreading science and knowledge, Pathways management team would like to introduce this edition of the training material. The material is thoroughly developed to meet the needs of trainees. There have been previous versions for these course materials; each version was evaluated by trainees, trainers and Project team. The development process of both style and content of the material is continuing while more courses are being prepared.

To further enhance the achievement of the project goals, it is planned to dedicate complete copies of PHE scientific publications to all the libraries of the Egyptian universities and project partners in order to participate in institutional capacity building. Moreover, the training materials will be available online on the PHE website, www.Pathways-Egypt.com.

In the coming phases, the partners and project management team plan to widen project scope to cover graduates of all Egyptian universities. It is also planned that underprivileged distinguished senior undergraduates will be included in the targeted trainees in order to enable their speedy participation in development of society.

Finally, we would like to thank the authors and colleagues who exerted enormous efforts and continuous work to publish this book. Special credit goes to Prof. Fouad Khalaf for playing a major role in the development phases and initiation of this project. We greatly appreciate the efforts of all members of the steering committee of the project.

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Table of Contents

Chapter 1: Team as a Concept	1
1.1 Team Definition, Characteristics and Steps	1
1.2 Requirements of a Team	3
1.3 The Difference between Teams, Groups and Individuals	4
1.4 Teams: Special Kinds of Groups	4
1.5 Team Importance in Nowadays Organizations	6
1.6 Teams in Organizations: Some Impressive Results	7
1.7 Competitive Advantage with Groups & Teams	8
Chapter 2: Types of Teams and Their Functions	9
2.1 Types of Teams	9
2.2 Teams Role in Solving Organizational Problems	11
2.3 Formal and Informal Groups	12
2.4 Task Interdependence Types	13
2.5 How to Build a Good Team	13
2.6 Self-Managed Teams	14
Chapter 3: Team Building	19
3.1 The Stages of Team Development	19
3.2 Interaction among Team Members	22
3.3 Cohesiveness: Developing the Team Spirit	23
3.4 Required Skills for Team-Based Organizations	23
Chapter 4: Team Effectiveness	27
4.1 Setting Team Objectives and Criteria	27
4.2 Dimensions Influencing Team Effectiveness	28
4.3 Group Cohesiveness, Group Effectiveness, and Group Norms	33
4.4 Team Communication Process	33
4.5 The Communication Process	34
Chapter 5: Team Measurement	41
5.1 Managing Team Performance	41
5.2 Team Assessment Aspects	41
5.3 Feedback Role in Enhancing Team Effectiveness	44
5.4 Potential Obstacles to Success: Why Do Some Teams Fail?	45
5.6 Team Measurement Concept and Methodology	47
5.7 Rewarding Teams	48
5.8 Empowerment as a Tool for Effectiveness	48
Discussion Questions	41

Chapter 1: Team as a Concept

When trainees finish studying this part, they should be able to:



1. **Define** teams and groups
2. **List** the main characteristics of teams
3. **Know** the differences between teams, groups and individuals
4. **Determine** teams' importance in nowadays organizations
5. **Define** some impressive results of work teams in organizations.

Team Definition,
Characteristics
and Steps



1.1 Team Definition, Characteristics and Steps

Although teams (groups) have always been a central part of the organizations, they are gaining increasing attention as potentially important organizational asset. Professionals rarely work alone; they work with their colleagues and their work managers. Accordingly, managers are concerned with creating effective teams that make real contributions to quality products and services and thus containing success of the total organization.

The evidence suggests that teams typically outperform individuals **when the tasks being done require multiple skills, judgment, and experience**. As organizations have restructured themselves to compete more effectively and efficiently, they have turned to teams as a way to better utilize employee talents. *Management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of permanent groupings.* Teams have the capability to quickly assemble, deploy, refocus, and disband.

Definition of a
Team



Definition of a Team

From the abovementioned facts, we can define a **team** as:

“Two or more interdependent individuals who interact with and influence one another in order to accomplish a common purpose”.

Imagine three people waiting in line at the cashier's stand at a supermarket. Now compare them to the board of directors of a large corporation. **Which collection would you consider to be a “group” or a “team”?** Although in our everyday language we may refer to the people waiting in line as a group, they are not a group and the same sense as the members of the board.

Social scientists have formally defined a **group** as a collection of two or more interacting individuals with a stable pattern of relationships between them who share common goals and who perceive themselves as being a group.

One of the most obvious characteristics of group is that they are composed of two or more people in social interaction. In other words; the members of a group must have some influence on each other. Groups also must possess a structure. Although groups can change and often do, there must be some stable relationships that keep group members together and functioning as a unit. **To be a group, a greater level of stability would be required.** A third characteristic of groups is that members share common interests or goals.

Finally, to be a group, the individuals involved must perceive themselves as a group. Groups are composed of people who recognize each other as members of their group and can distinguish these individuals from nonmembers.

We have all spent a great deal of time working and playing in groups. Some of these groups seem to work very well together, and we sense that the group is able to accomplish something that none of the individuals could have accomplished on his own. In these cases, group members tend to identify with the group and may even surprise themselves in what they are able to accomplish individually when working with the group. Other groups, however, seem to function less effectively. In these cases, group members may hate spending time in the group and often feel that they could accomplish the task, or at least their part of the task, much more efficiently if they were left on their own.

From the abovementioned definition, we can summarize the team characteristics as follows:

- § A team can involve as few as two people.
- § A team is not a mere aggregate of individuals.
- § A team success depends on the interdependent and collective efforts of various team members.
- § Team members are likely to have significant impacts on one another as they work together.

Assessment 1.1



Why do people join groups or teams?

People often join groups to satisfy their mutual interests and goals. Also, they frequently form groups for purposes of seeking protection from other groups. They also exist because they appeal to a basic psychological need to be social.

(A) Mention five more reasons that motivate people to join teams or groups:

1.
2.
3.
4.
5.

(B) Discuss the reasons you defined with the rest of the group and try to come up with a unified list that reflects the group's agreement.

Requirements of
a Team



1.2 Requirements of a Team

There are four major requirements for a team, as shown in Figure 1.1.

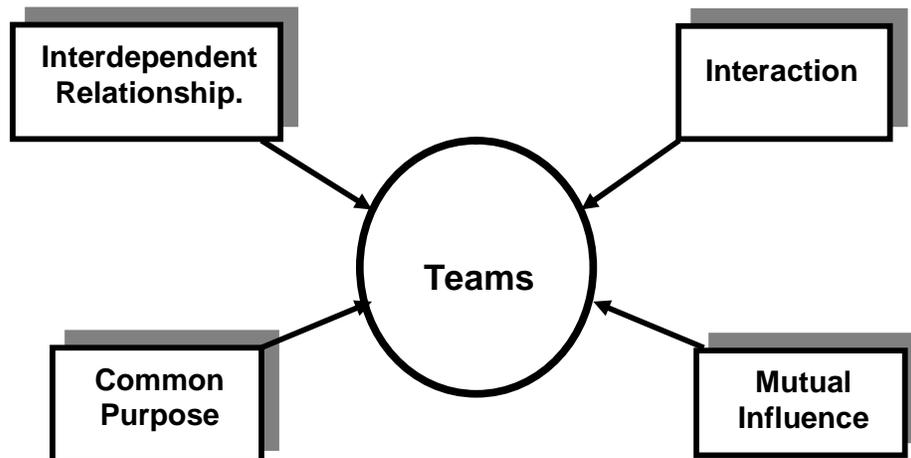


Figure 1.1: Requirements for teams



First: the team members have an interdependent relationship with one another to accomplish the team activities.



Second: this interdependence dictates that group members must interact through conversation or work activities.

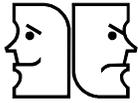


Third: a team is characterized by a condition of mutual influence between team members.



Fourth: teams have a common purpose such as accomplishing work, completing a project, or preparing a report.

The Difference
between Teams,
Groups and
Individuals



1.3 The Difference between Teams, Groups and Individuals

On one hand, some people see that teams and groups are the same. Therefore, it is common to use the two words interchangeably.

Teams and groups are the same.

On the other hand, some other people see that the two words are not the same. In recent years, team has become a popular word in the business community, often replacing the word group. Taking that into consideration, we can define a group and a work group as follows:

- **A group** is defined as *two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.*
- **A work group** is a group that interacts primarily to share information and to make decisions to help one another perform within each member's area of responsibility with a given work or organization.

Teams and groups are not the same

- **A work team**, from that perspective, generates positive synergy at work through coordination of effort. The individual efforts result in a level of performance that is greater than the sum of those individual inputs.

Teams: Special
Kinds of Groups



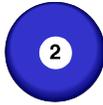
1.4 Teams: Special Kinds of Groups

A team may be defined as a group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.

At this point, it is probably not entirely clear to you exactly how a team is different from an ordinary group. This confusion probably stems in part from the fact that people often refer to their groups as teams, although they are really not teams. Yet, there are several important distinctions between them.



First, in group, performance typically depends on the work of individual members. The performance of a team, however, depends on both individual contributions and collective work products – the joint outcome of team members working in concert.



Second, members of groups put their resources to attain a goal although it is individual performance that is taken into consideration when it comes to issuing rewards. Members of groups usually do not take responsibility for any results other than their own. By contrast, teams focus on both individual and mutual accountability. That is, they work together to produce an outcome (e.g., a product, service, or decision) that represents their joint contributions, and each team member shares responsibility for that outcome, the key difference is this: in groups, the supervisor holds individual members hold themselves accountable.



Third, whereas group members may share a common interest goal, team members also share a common commitment to purpose. Moreover, these purposes typically are concerned with winning in same way, such as being first or best at something.



Fourth, in organizations, teams differ from groups with respect to the nature of their connections to management. Work groups are typically required to be responsive to demands regularly placed on them by management. By contrast, teams are to varying degrees self managed – that is, they are to some extent free to set their own goals, timing, and the approach that they wish to take, usually without management interference. Thus, many teams are described as being autonomous or semiautonomous in nature.



Clearly teams are very special entities. Some teams go beyond the characteristics of teams described here and are known as high-performance teams

We can summarize the difference between **Teams** and **Groups** as shown in Table 1.1.

Table 1.1: Differences between teams and groups

	Work Group	Work Team
Goal	Share information	Collective performance
Synergy	Neutral	Positive
Accountability	Individual	Individual and mutual
Skills	Random and varied	Complementary

Trainees should remember



Trainees should remember:

(1) A group is two or more people who interact with each other to accomplish a goal.

(2) A team is a group who work intensively with each other to achieve a specific common goal.

(3) All teams are groups, *BUT*, not all groups are teams.

**(4) Teams often are difficult to form because:
It takes time for members to work together.
Teams can improve organizational performance, but
this requires time and effort**

Team
Importance in
Nowadays
Organizations



1.5 Team Importance in Nowadays Organizations

In the workplace, a new recognition and appreciation of individuals and groups are emerging. Effective organizations must pull together all their human resources to forge strong, viable organizational culture that emphasizes teamwork. In recent years, organizations have begun to see just how important teamwork is to quality and organization effectiveness. The organizational improvements processes, such as Total Quality Management (TQM) and Process Reengineering, heavily rely on work teams.

Teams are particularly good at combining talents and providing innovative solutions to possible unfamiliar problems; in cases where there is not well established approach/procedure, the wider skill and knowledge set of the group has a distinct advantage over that of the individual. In general, however, there is an overriding advantage in a team-based work force, which makes it attractive to Management: that it engenders a fuller utilization of the work force.

A team can be seen as a self-managing unit. The range of skills provided by its members and the self-monitoring, which each group performs, makes it a reasonably safe recipient for delegated responsibility. Even if a single person could decide a solution for a problem, there are two main benefits in involving the people who will carry out the decision. **First**, the motivational aspect of participating in the decision will clearly enhance its implementation. **Second**, there may be factors, which the implementer understands better than the single person who could supposedly have decided alone.

More indirectly, if the lowest echelons of the workforce each become trained, through participation in team decision-making, in an understanding of the companies' objectives and work practices, then each will be better able to solve work-related problems in general. Further, they will also individually become a safe recipient for delegated authority, which is exemplified in the celebrated right of Japanese car workers to halt the production line.

From the individual's point of view, there is the added incentive that through belonging to a team each can participate in achievements well beyond his own individual potential. Less

idealistically, the team provides an environment where the individual's self-perceived level of responsibility and authority is enhanced, in an environment where accountability is shared: thus providing a perfect motivator through enhanced self-esteem coupled with low stress.

Finally, a word about the much vaunted "**recognition of the worth of the individual**", which is often given as the reason for delegating responsibility to teams of subordinates. **The bottom line is that the individual's talents are better utilized in a team, not that they are wonderful human beings.**

Teams in
Organizations:
Some Impressive
Results



1.6 Teams in Organizations: Some Impressive Results

Case studies have reported many remarkable outcomes stemming from teams. Here is just a sampling of the impressive results, as shown in Table 1.2.

Table 1.2: Remarkable outcomes stemming from teams

Company	Results
Federal Express	\$ Reduce errors (e.g., incorrect bills, lost packages) by 13 % in 1989.
Corning	\$ Defects dropped from 1,800 parts per million to only 9 parts per million in its cellular ceramics plant.
Shenandoah Life Insurance Co.	\$ Saved \$ 200,000 per year in reduced staffing while increasing volume of work handled by 33 %.
Xerox	\$ Increased productivity by 30%.
Tektronix	\$ One team produces as many products in 3 days as an entire assembly line used to produce in 14 days.
Carrier (Division of United Technologies Corporation)	\$ Reduced unit turnaround time from 2 weeks to 2 days.
Westinghouse Furniture Systems	\$ Productivity increased by 74% within three years.
Sealed Air	\$ Waste reduced by 50%, and downtime cut from 20% to 5 %.
Eli Lilly	\$ Faster-ever rollout time for a new medical product.
Citibank	\$ Substantially improved customer satisfaction ratings in 11 key areas.
Exxon	\$ \$ 10 million saving in 6 months.

Competitive
Advantage with
Groups & Teams



1.7 Competitive Advantage with Groups & Teams

- Ø Performance Enhancement: Make use of synergy
- Ø Workers in a group have the opportunity to produce more or better output than separate workers.
- Ø Members correct others' errors and bring new ideas to peers.
- Ø Managers should build groups with members of complimentary skills
- Ø Responsive to Customers: difficult to achieve given many constraints.
- Ø Safety issues, regulations, and costs.
- Ø Cross-functional teams provide the wide variety of skills needed.
- Ø Teams consist of members of different departments.
- Ø Innovation: individuals rarely possess the wide variety of skills needed. Teams do.
- Ø Team members also uncover flaws and develop new ideas.
- Ø Managers should empower the team for the full innovation process.
- Ø Motivation: members of groups, and particularly teams, are often better motivated and satisfied than individuals.
- Ø It is fun to work next to other motivated people. It is also that:
- Ø Team members see their contribution to the team.
- Ø Teams also provide social interaction.

Chapter 2: Types of Teams and Their Functions



When students finish studying this part, they should be able to:

1. Define team types.
2. Distinguish between formal and informal groups.
3. Understand how to build a good team.
4. Explain team role in solving organizational problems.
5. Determine teams as an inevitable tool in performing business.
6. Understand the process of making use of diversity in teams.
7. Define the self-managed teams in organizations.

Types of
Teams

2.1 Types of Teams

Teams can be classified according to their objective. The four most common forms of teams you are likely to find in an organization are problem-solving teams, self-managed teams, cross-functional teams, and virtual teams.

Problem-
Solving
Teams

A) Problem-Solving Teams

They are typically composed of 5 to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency, and the work environment.



Organizations are relying more and more on problem-solving teams to help solve organizational problems, as shown in Figure 2.1.

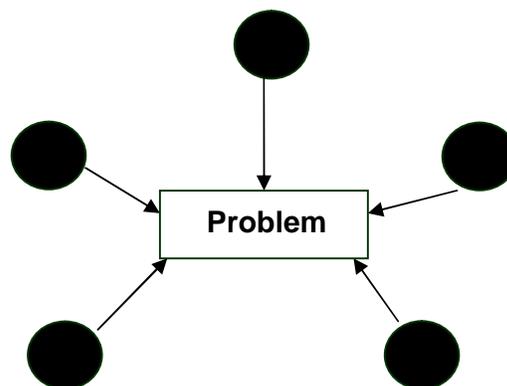


Figure 2.1: Problem-solving team

In problem-solving teams, members share ideas or offer suggestions on how work process and methods can be improved. Rarely, however, are these teams given the authority to unilaterally implement any of their suggested actions, as shown in Figure 2.2.



Figure 2.2: Team hoac

Self-Managed Teams

B) Self-Managed Teams



They are generally composed of 10 to 15 people who take on the responsibilities of their former supervisors. Typically, these responsibilities include:

- a) Collective control over the pace of work,
- b) Determination of work assignments,
- c) Organization of breaks, and
- d) Collective choice of inspection procedures used.

Fully self-managed teams select their own members, and the members evaluate each other’s performance. As a result, supervisory positions take on decreased importance and may even be eliminated, see Figure 2.3.

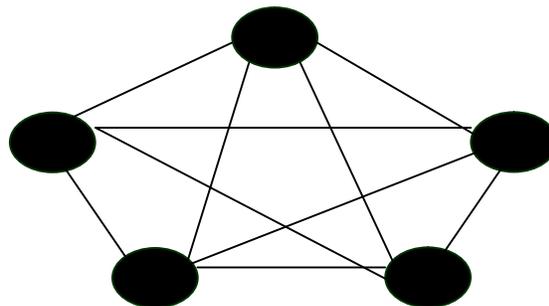


Figure 2.3: Self-managed team

Cross-Functional Teams

C) Cross - Functional Teams



Cross-functional teams are made of employees at about the same hierarchical level, but from different work areas, who come together to accomplish a task.

Cross-functional teams are an effective means of allowing people from diverse areas within an organization to exchange information, develop new ideas, solve problems, and coordinate complex projects. Cross-functional teams bring people with different functional specialties to better invent design, or deliver a product or service. The general goals of using cross-functional team include some combination of innovation, speed and quality that come from early coordination among the various specialties

Virtual Teams

D) Virtual Teams



Virtual teams use computers technology to tie tighter physically dispersed members in order to achieve a common goal. They allow people to collaborate online, whether they are only a room apart or separated by continents.

The three primary factors that differentiate virtual teams from face-to-face teams are:

- a) The absence of Para verbal and nonverbal cues.
- b) Limited social context.
- c) The ability to overcome time and space constraints.

Teams Role
in Solving
Organizational
Problems



2.2 Teams Role in Solving Organizational Problems

Team decision-making process assists organization to solve non-routine problems. It is always said the “**two brains are better than one.**” The advantages of team decision-making process are:

- a) **Problem definition:** teams can define the problem more clearly. Team members can visualize the problem from different perspectives. The integration of those perspectives helps the team to reach a clear definition of the problem.
- b) **Data collection:** teams are able to collect more data than individual.
- c) **Developing alternatives:** teams can develop more alternatives than individuals. Teams usually use different techniques such as brainstorming, nominal groupings, and Delphi techniques.
- d) **Evaluating and selecting alternatives:** team discussions can always produce more positive solutions of a problem. Teams also use more objectives criteria in selecting the right alternative.
- e) **Implementing the solution:** teams are able to define the roles of each team member in implementing the solution of the problem.

Formal and
Informal
Groups



2.3 Formal and Informal Groups

Groups come in many forms, shapes, and sizes. Most managers belong to several different groups at the same time, some at work, some at community, some formally organized, and some informal and social in nature. The most basic way of identifying types of groups is to distinguish between:

- ü Formal groups, and
- ü Informal groups, as shown in Figure 2.4.

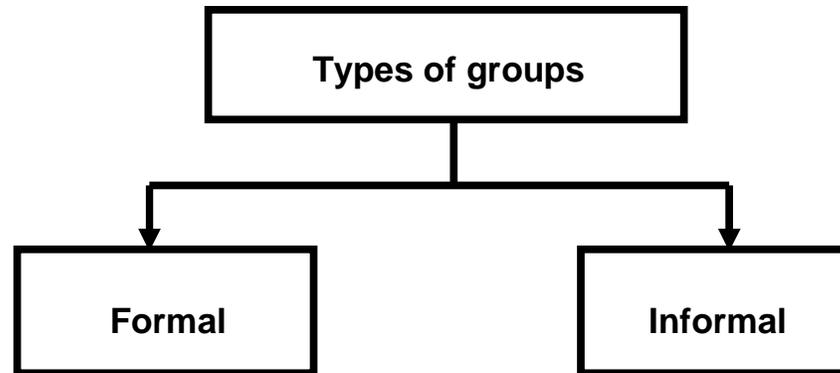


Figure 2.4: Types of groups

Formal
Groups



A) Formal Groups

The organization's managers to accomplish goals and serve the needs of the organization deliberately create formal groups. The major purpose of formal groups is to perform specific tasks and achieve specific objectives defined by the organization. The most common type of formal work group consists of individuals cooperating under the direction of a leader. Examples of formal groups are departments, divisions, taskforce, project groups, quality circles, committees, and boards of directors.

Formal groups are created by the organization and are intentionally designed to direct members toward some important organizational goal. One type of formal group is referred to as a command group (i.e., those who can legitimately give orders to others). Formal organizational group also may be formed around some specific task. Such a group is referred to as a task group. Unlike command groups, a task group may be composed of individuals with some special interest or expertise in a specific area regardless of their positions in the organizational hierarchy.

Informal
Groups



B) Informal Groups

Informal groups in organizations are not formed or planned by the organization's managers. Rather, they are self-created and evolve out of the formal organization for a variety of reasons, such as proximity,

common interests, or needs of individuals. It would be difficult for organization to prohibit informal working relationships from developing.

Informal groups develop naturally among an organization's personnel without any direction from management. One key factor in the emergence of informal groups is a common interest shared by its members. For example, a group of employees who band together to seek union representation may be called an interest group

Of course, sometimes the interests that bind individuals together are far more diffuse. Groups may develop out of a common interest in participating in sports, or going to the movies, or just getting together to talk. These kinds of informal groups are known as friendship groups.

2.4 Task Interdependence Types

Task
Interdependence
Types



There are three types of task interdependence groups, see Figure 2.5; these types are:

- § **Pooled Task Interdependence:** members make separate, independent contributions to group. Group performance is the sum of member contributions.
- § **Sequential Task Interdependence:** members perform tasks in a sequential order. It is hard to determine individual performance since one member depends on another.
- § **Reciprocal Task Interdependence:** work performed by a member is dependent on work by others. Members share information and work closely together.

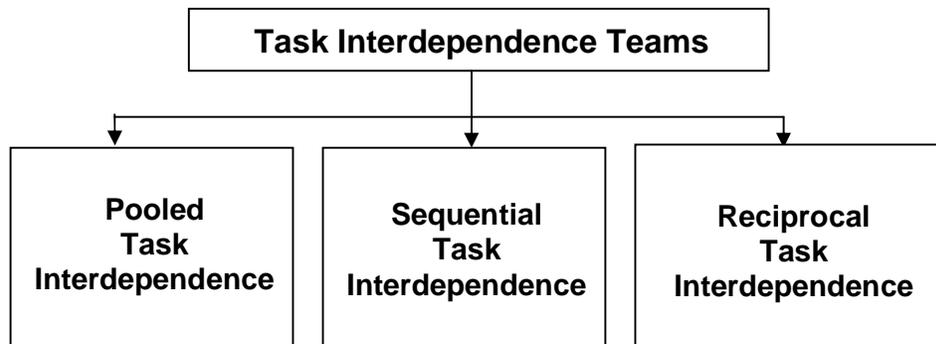


Figure 2.5: Task interdependence teams

How to Build
a Good Team

2.5 How to Build a Good Team



To build a good team, you should do as shown in Table 2.1.

Table 2.1: Building a good team



Can you tell more!!!!!!

Always	Never
1. Deliver on time and alert team ASAP when unexpected delays occur.	1. Tell your teammates or leader how much time and effort you are putting into your assignment.
2. Attend all team meetings on time.	2. Assume the role of resident critic and complainer.
3. Speak up, Speak out, and interact at all team meetings.	3. Wait for someone to tell/ask you what to do next.
4. Take personal interest in planning and problem solving.	4. Delay actions and make excuses.
5. Look for ways to go-the-second-mile on your own.	5. Isolate yourself from the others.

Self-Managed
Teams



2.6 Self-Managed Teams

Experts agree that tasks assigned to self-managed work teams should be complex and challenging, requiring high interdependence among team members for accomplishment. In general, these tasks should have the qualities of enriched jobs, thus, teams should see the task as significant, they should perform the task from beginning to end, and they should use a variety of skills. The point here is that self-managed teams have to have something useful to self-manage, and it is fairly complex tasks that capitalize on the diverse knowledge and skills of a group. If a theme runs through this discussion of tasks for self-managed teams, it is the breakdown of traditional, conventional, specialized roles in the group. Group members adopt roles that will make the group effective, not ones that are simply related to a narrow specialty.

The Composition of Self-Managed Teams

How should organizations assemble self-managed teams to ensure effectiveness? "Stable, small, and smart" might be a fast answer.

Stability. Self-managed teams require considerable interaction and high cohesiveness among their members. This, in turn, requires understanding and trust. To achieve this, group will cause it to fail to develop a true team identity.

Size. In keeping with the demands of the task, self-managed teams should be as small as is feasible. The goal here is to keep coordination problems and social loafing to a minimum

Expertise. It goes without saying that group members should have a high level of expertise about the task at hand. Everybody doesn't know everything but the group as a whole should be very knowledgeable about the task

Diversity. A team should have members who are similar enough to work well together and diverse enough to bring a variety of perspectives and skills to the task at hand.

Questions for
Discussion



Questions for Discussion

- 1- Where were your strongest (highest score) and weakest (lowest score) reasons for joining this group?
- 2- Besides the four reasons identified here, what other reasons did you have for joining this group?
- 3- Would your scores be different from those you thought about another group you may have joined? Repeat the questionnaire to find out.



Assessment 2.1

“Are You a Team Player?”

Direction:

The following assessment instrument asks you to examine your behavior as a team member in organizational setting. For each pair of items, place a check mark in the space in the column that best identifies how you behave in a working group at school, in student or community groups, or on your job, as shown in Table 2.2.

Interpretation: in each pair of items, the items on the left are more associated with team behaviors than items on the right.

1. In what ways do these behaviors agree with your concept of team membership? How do they differ?
2. What strengths do you think you have working on a team? Weaknesses?

Are there times when you have preformed more effectively as a team member? If so, what events or circumstances made you behave differently in the different situation?

Table 2.2: Behavioral examination

	Very like me	Some what like me	Both describe me	Some what like me	Very like me	Some what like me	
Flexible in own ideas							Set in my own ideas
Open to new ideas							Avoid new ideas
Listen well to others							Tune out others
Trusting of others							Not trusting others
Prefer to raise differences and discuss them							Prefer to avoid discussing differences
Readily contribute in group meetings							Hold back from contributing in group meetings
Concerned for what happens to others							Not concerned for what happens to others
Fully committed to tasks							Have little commitment to tasks
Willing to help others to get the job done							Prefer to stick to my own task or job description
Share leadership with group							Maintaining full control of group
Encourage others to participate							Expect others to participate without encouragement
Group needs Group come before my individual needs							My individual My needs come before group needs

Assessment 2.2**Decision-Making & Creative Problem Solving**

	Statement	Self	Group
01	I/we seek accuracy of information by adding to or questioning summaries.		
02	I/we seek elaboration by relating to familiar events or asking how others understand material.		
03	I/we ask for additional information or rationale.		
04	I/we seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, electronic devices, public agendas).		
05	I/we ask other members why and how they are reasoning.		
06	I/we encourage the assigning of specific roles to facilitate better group functioning (e.g., process observer).		
07	I/we ask for feedback in a non-confrontational way.		
08	I/we help to decide the next steps for the group.		
09	I/we diagnose group difficulties regarding tasks.		
10	I/we diagnose group difficulties regarding interpersonal problems.		
11	I/we encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies.		

Chapter 3: Team Building



When students finish studying this part, they should be able to:

1. Define the stages of team development.
2. Explain the selection process of team members.
3. Define the interaction process among team members.
4. Describe the team-based problem solving as an integration process.
5. Identify the process of developing team spirit in organizations.
6. Identify the required skills for teamwork organizations.

The Stages of
Team
Development



3.1 The Stages of Team Development

The group development process is dynamic. While most groups are in continual state of change and rarely ever reach complete stability, the group development process does follow a general pattern. Groups appear through a five-stage development sequence: Forming, storming, norming, performing, and adjourning, as shown in Figure 3.1.

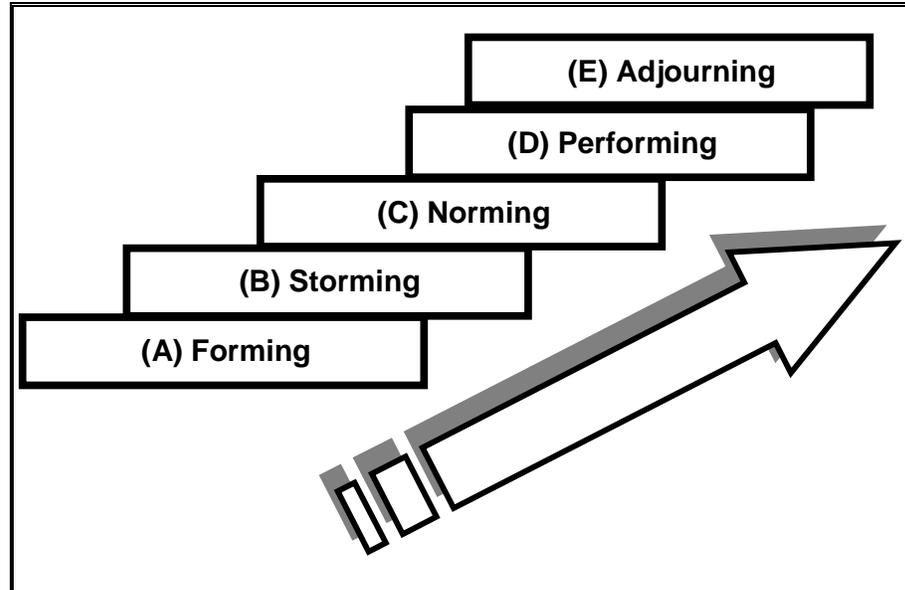


Figure 3.1: Group development stages

Forming Stage



A) Forming Stage

The First stage is forming. **During this stage the members get acquainted with each other.** They establish the ground rules by trying to find out what behaviors are acceptable. In the forming

stage, group members focus their efforts on seeking basic information, defining goals, developing procedures for performing the task and making preliminary evaluation of how the group might interact to accomplish goals. There is often a great deal of uncertainty at this point as group members begin to test the extent to which their input will be valued. The following behaviors are common for individuals in the forming stage of group development:



- ü Keeping feelings to themselves until they know the situation.
- ü Acting more secure than they actually feel.
- ü Experiencing confusion and uncertainty about what is expected.
- ü Being polite.
- ü Trying to size up personal benefits and personal costs of being involved in the group.
- ü Accepting dependence on a powerful person.

During the forming stage, **people tend to be a bit confused and uncertain about how to act in the group and how beneficial it will be to become a member of the group.** Once the individuals come to think of themselves as members of a group, the forming stage is complete.

B) Storming Stage

Storming Stage



In the storming stage, **group members frequently experience conflict with one another** as they locate and attempt to resolve differences of opinion about key issues, relative priorities of goals, who is responsible for what, and the task-related direction of the leader. Competition for the leadership role and conflict over goals are dominant themes at this stage. Some members may withdraw or try to isolate themselves from emotional tension that is generated. Groups with members from diverse backgrounds or cultures may experience greater conflict than more homogenous groups. ***It is important at this stage not to suppress or withdraw from the conflict.*** Suppressing conflict will likely create bitterness and resentment, which will last long after members attempt to express their differences and emotions. ***Withdrawal can cause the group to fail more quickly.***

The storming stage is **characterized by a high degree of conflict within the group.** *Members often resist the control of the group's leaders and show hostility toward each other. If these conflicts are not resolved some group members may withdraw and the group may disband.* However, as conflicts are resolved and the group's leadership is accepted, the storming stage is complete.

Norming Stage

C) Norming Stage

During the norming stage, **a real sense of cohesion and teamwork** begins to emerge. *Group members feel good about each other and identify with the group.* At this stage, group members:

- ü Share feelings,
- ü Give and receive feedback, and
- ü Begin to share a sense of success.

In the norming stage, **the group becomes more cohesive, and identification as a member of the group becomes great.** Close relationships develop, shared feelings become common, feeling of camaraderie and shared responsibility for the group's activities are heightened. *The norming stage is complete when the members of the group accept a common set of expectations that constitutes an acceptable way of doing things.*

D) Performing Stage

Performing Stage



The fourth stage is performing. **By this stage, questions about group relationship and leadership have been resolved and the group is ready to work.** Having fully developed, the group may devote its energy to getting the Job done – the group's good relations and acceptance of the leadership helps the group perform well.

The performing stage, when the group is fully functional, is the most difficult to achieve. The interpersonal relations in this stage are marked with by high level of interdependence. The group is oriented to maintaining good relations and getting its task accomplished. Group members can now:

- ü Work well with everyone in the group.
- ü Communication is constant.
- ü Decisions are made easily through , and
- ü **Members understand the roles they need to perform for the group to be highly effective.**

At the performing stage, the group has learned to solve complex problems and implement solutions. Members are committed to the task and willing to experiment to solve problems.

Adjourning Stage

E) Adjourning Stage

The final stage is adjourning. **Group may cease to exist because they have met their goals and are no longer needed (such as an adhoc group created to raise money for a charity Project).** Other groups may adjourn norms that have developed and are no longer effective for the group.

The adjourning stage *involves the termination of task behaviors and disengagement from relations-oriented behaviors*. Some groups, such as a project team created to investigate and report on a specific program within a limited time frame, have well defined point of adjournment. Other groups, such as an executive committee, may go on indefinitely.

Interaction among Team Members

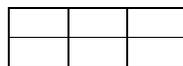


3.2 Interaction among Team Members

As you might imagine, assembling a team is no easy task. **Doing so requires not only having the right combination of skilled people, but also individuals who are willing to work together with others as a team.** The following model provides some useful insights on how to manage the interaction process of work teams effectively, suggesting that the process proceeds in four distinct stages, as shown in Table 3.1.

Table 3.1: Interaction process among team members

Stage	Description
Stage 1: Do pre-work	<ul style="list-style-type: none"> § Decide what work needs to be done. § Determine if a team is necessary to accomplish the task. § Decide on the team’s goals.
Stage 2: Create performance conditions	<ul style="list-style-type: none"> § Provide all the needed materials and equipment to do the job. § Ensure that the team consists of all personnel necessary to do the job.
Stage 3: Form and build the team	<ul style="list-style-type: none"> § Establish boundaries –that is, who is in and who is not in the team. § Arrive at an agreement regarding the tasks to be performed. § Clarify the behaviors expected of each team member.
Stage 4: Provide ongoing assistance	<ul style="list-style-type: none"> § Intervene to eliminate team problems (e.g., members not doing their share). § Replenish or upgrade material resources. § Replace members who leave the team.



Cohesiveness:
Developing the
Team Spirit



3.3 Cohesiveness: Developing the Team Spirit

Highly cohesive work teams are ones in which the members are attracted to each other, accept the group's demands and help work toward meeting them.

The greater the difficulty people overcome to become a member of a team the more cohesive the group will be

- ü Team cohesion tends to be strengthened under conditions of high external threat or competition.
- ü Cohesion generally tends to be greater the more time team members spend together.
- ü Similarly, cohesiveness tends to be greater in smaller teams.
- ü Finally, because nothing succeeds like success "teams with a history of success" tend to be tightly cohesive.

Team's cohesion can influence productivity in many additional ways. It makes sense that after team experiences success, its members will feel more committed to each other. Similarly, we might expect a cohesive team to work well together and to achieve a high level of success.

Organization-related steps managers can take to build spirit of work teams include:

1. Building a stable overall organization or company structure that team members view as secure
2. Becoming involved in team events and demonstrating interest in team progress and functioning
3. Properly rewarding and recognizing teams for their accomplishments
4. Setting goals and priorities for the team
5. Developing clear objectives, directions, and project plans for the team
6. Providing proper technical direction and leadership for the team
7. Establishing autonomy for the team and challenging work within the team
8. Appointing experienced and qualified team personnel
9. Encouraging team involvement
10. Building visibility within the organization for the team's work.

Required Skills
for Team-
Based
Organizations



3.4 Required Skills for Team - Based Organizations

The team process is a series of changes which occur as a group of individuals develop into a cohesive and effective team. If the process is understood, it can be accelerated.

There are two main sets of skills which a team must acquire:

- **Managerial Skills**
- **Interpersonal Skills**

Acceleration of the team process is simply the accelerated acquisition of these skills.

As a self-managing unit, a team has to undertake most of the functions of a Group Leader – collectively. *For instance, meetings must be organized, budgets decided, strategic planning undertaken, goals set, performance monitored, reviews scheduled, etc.* It is increasingly recognized that it is a fallacy to expect an individual to suddenly assume managerial responsibility without assistance; in the group it is even more so. Even if there are practiced managers in the group, they must first agree on a method, and then convince and train the remainder of the group.

As a collection of people, **a team needs to learn some basic manners and people-management skills.** Again, think of that self-opinionated, cantankerous loud-mouth; he/she should learn good manners, and the group must learn to enforce these manners without destructive confrontation

Generally speaking; team members should possess the following skills:

- Share a common purpose / goals
- Build relationships for trust and respect
- Balance task and process
- Plan thoroughly before acting.
- Involve members in clear problem-solving and decision-making procedures
- Respect and understand each others' "diversity"
- Value synergism and interdependence
- Emphasize and support team goals
- Reward individual performance that supports the team.

Assessment 3.1



Building Teamwork Skills

Describe a group which you have been a member of and discuss its development overtime. And then answer the following questions:

1. Did the group seem to proceed through all the stages of group development? Why or why not?
2. If you are not already part of a group of this class, form small groups as directed by your instructor and reach some consensus on your response.

Chapter 4: Team Effectiveness



When trainees finish studying this part, they should be able to:

1. Set team objectives and criteria.
2. Define the dimensions influencing team effectiveness.
3. Understand the relationship between group cohesiveness, group effectiveness, and group norms
4. Describe the role of feedback process in enhancing team effectiveness, see Figure 4.1.



Figure 4.1: Effective team development

“Probably the most fundamental ingredient of effective teams is trust. Trust is belief in the reliance, ability, and integrity of the other. Unless team members trust one another; the team leader, management, and managers may find that building an effective work team is impossible.”

Setting Team
Objectives and
Criteria



4.1 Setting Team Objectives and Criteria

Team goals should be

SMART

Team objectives should be **SMART**

- Ø **Specific:** goals should be very specific and simple. For example “The sales team should increase the annual sales volume by 5% next month.”
- Ø **Measurable:** it is preferred to set measurable goals. If goals are not measurable, managers can hardly evaluate the teams’ performance. Goals are used as benchmarks. However, teams might pursue some immeasurable (qualitative) objectives.
- Ø **Attainable:** team objectives should be realistic so that team members can achieve them. However, those objectives should be challenging.
- Ø **Result-Oriented:** team objectives should define clearly the desired final outcome
- Ø **Time-Bounded:** team objectives should have a starting date and an ending date.

Dimensions
Influencing
Team
Effectiveness



4.2 Dimensions Influencing Team Effectiveness

The following is a classic listing of effective teams:

- Ø Members are loyal to one another and the leader.
- Ø Members and leaders have a high degree of confidence and trust in each other.
- Ø The group is eager to help members develop their own potentials.
- Ø The members communicate fully and frankly all information relevant to the team’s activities.
- Ø Members feel secure in making decisions that seem appropriate to them.
- Ø Activities of the group occur in a supportive atmosphere.
- Ø Group values and goals express relevant values and goals of members.

Q: What are the dimensions that influence team effectiveness?



A large number of dimensions can affect how effectively the team functions. Here we examine five important dimensions that managers need to consider, see Figure 4.2.

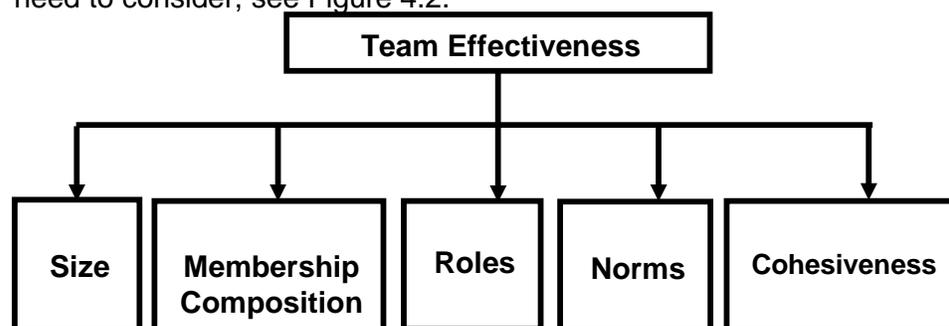


Figure 4.2: Important dimensions that managers need to consider

Size



A) Size

Effective task groups can range from 2 members to a normal upper limit of 16. *It is difficult to pinpoint an ideal group size because the appropriate size depends on the group's purpose.*

Size affects how individuals interact with each other as well as the overall performance of the group. In groups of less than five members, there will be more personal discussion and more complete participation. *As a group size grows beyond several members, it becomes more difficult for all members to participate effectively. Communication and coordination among members become more difficult, and there is a tendency to split into subgroups.* As a result, the interactions become more centralized, with few individuals taking more active roles relative to the rest; disagreements may occur more easily; and group satisfaction may decline unless group members put a good effort into relationship-oriented roles.

As group size increases, more potential human resources are available to perform the work and accomplish the needed tasks. While this can boost performance, the expanded group size tends to increase turnover and absenteeism.

Membership
Composition

B) Membership Composition

Two composition factors have particularly important influence on a group's effectiveness, see Table 4.1. **The first factor** is members' characteristics, while **the second factor** is members' motivations.

Table 4.1: Membership composition

Members' characteristics	Members' motivations
It includes physical traits, abilities, job-related knowledge and skills, personality, age, race, and gender.	It includes members' motives to join a group; such as the need for power, security, and affiliation.

- ∅ Membership composition can be homogeneous or heterogeneous.
- ∅ A group is considered homogeneous when it is composed of individuals having similar group related:
 - Characteristics
 - Interests
 - Attitudes
 - Age
 - Race, and
 - Job-related knowledge and skills
 - Backgrounds
 - Values
 - Personality
 - Gender
- ∅ Most heterogeneous groups are a function of increases in organizational diversity.

Does homogeneous or heterogeneous lead to more effective



team?

- ∅ For tasks that are **standard and routine**, a homogeneous team functions more quickly. Membership homogeneity contributes to member satisfaction, creates less conflict, and increases the chance of harmonious working relationships among group members.
- ∅ For tasks that are **non-routine** and require diverse skills, opinions, and behaviors, a heterogeneous team yields better results. A heterogeneous membership can bring variety of skills and viewpoints to bear on problems and thus facilitate task accomplishment.

C) Roles

Roles



Roles are the many hats we wear. Roles are shared expectations of how group members will fulfill the requirements of their positions. *People develop their roles based on their own expectations, team's expectations, and the organization's expectations.*

To summarize:

- ∅ We may define a role as the typical behaviors that characterize a person in a social context.
- ∅ In organizations, many roles are assigned by virtue of an individual's position within an organization. For example, boss may be expected to give orders, and a teacher may be expected to lecture and to give exams. These are behaviors expected of the individual in that role.

When operating in a team, individuals typically fulfill several roles. Members' roles fit into three categories, see Figure 4.3:

First: Task-oriented roles: focus on behaviors directly related to establishing and achieving the goals of the group or getting the task done. They include the following behaviors:

- ∅ Seeking and providing information,
- ∅ Initiating actions and procedures,
- ∅ Clarifying issues,
- ∅ Summarizing progress, energizing the quantity and quality of output, and
- ∅ Helping the team to reach consensus.

Second: Relationship-oriented roles: *include behaviors that cultivate the well-being, continuity, and development of the group.* They focus on the operation of the group and maintenance of good relationships among members. They help foster group unity, positive interpersonal relations among group members, and the development of members' ability to work effectively together.

Third: Self-oriented roles: *occur to meet some personal need or goal of an individual without regard for the group's problems.* They

often have a negative influence on a group's effectiveness. Examples of such behaviors include:

- Dominating group discussions,
- Emphasizing personal issues,
- Interrupting others,
- Distracting the group from its work, and
- Wasting the team's time.

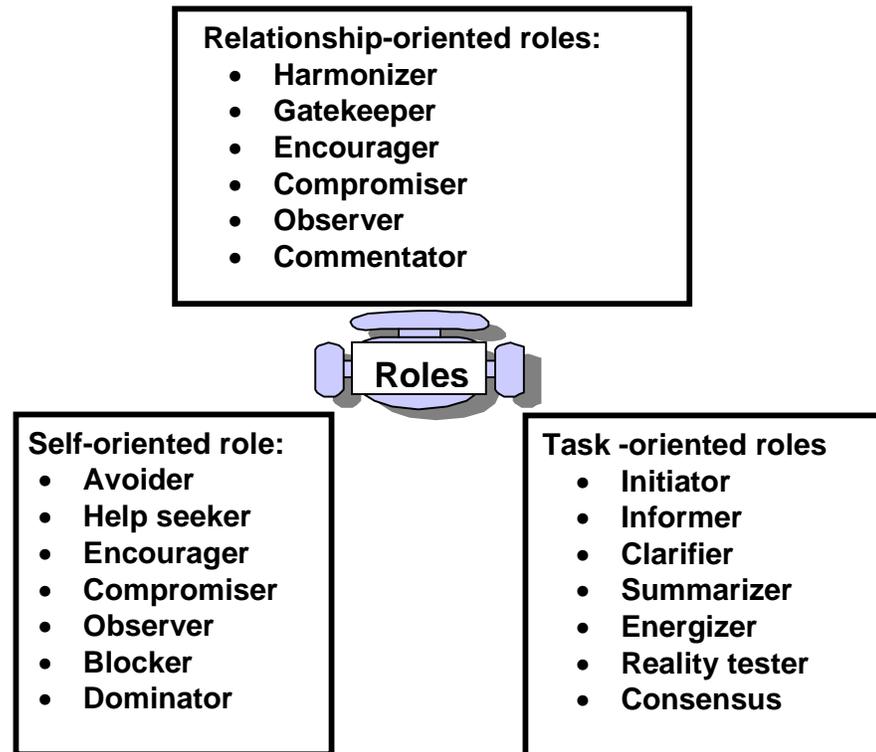


Figure 4.3: Team roles

Roles

- ∅ **Role:** set of behaviors a group member is expected to perform because of his position in the group.
- ∅ **In cross-functional teams**, members perform roles in their specialty.
- ∅ **Managers** need to clearly describe expected roles to group members when they are assigned to the group.
- ∅ **Role making** occurs as workers take on more roles as group members.
- ∅ **Self-managed teams** may assign the roles to members themselves.

D) Norms

Norms



Why do norms develop? The most important function that norms serve is to provide regularity and predictability to behavior. This provides implied psychological security and permits us to carry out daily business with minimal disruption.

Norms: a group's unspoken rules.

- ∅ Norms may be defined as generally agreed-upon informal rules that guide team members' behavior.
- ∅ They represent shared ways of viewing the world. Norms differ from organizational rules in that they are not formal and written.
- ∅ Norms regulate the behavior of teams in important ways such as how to dress, and when it is acceptable to be late for or absent from work.
- ∅ Norms can be either prescriptive – dictating the behaviors that should be programmed- or proscriptive – dictating the behaviors that should be avoided.
- ∅ Norms are unwritten and often-informal rules shared beliefs about what behavior is appropriate and expected of team members.
- ∅ Norms differ from organizational rules in that they are unwritten. Team members must accept them and behave in a way consistent with them before they can be said to exist. This difference is important when dealing with heterogeneous and diverse teams.

Team Norms: shared rules that members follow may include:

- ŷ People dress.
 - ŷ The upper and lower limits of productivity.
 - ŷ The information that can be told to the boss.
 - ŷ The matters that need to remain secret.
 - ŷ Performance standards.
 - ŷ Voice and body language.
 - ŷ Power of distance.
 - ŷ Teams may set working hours, behavior rules, etc.
 - ŷ Conformity & Deviance: members conform to norms to obtain rewards, imitate respected members, and because they feel the behavior is right. When a member deviates, other members will try to make them conform, expel the member, or change the group norms to accommodate them. Conformity and deviance must be balanced for high performance from the group. Deviance allows for new ideas in the group.
- ∅ If a group member does not follow the norms, the other members will try to enforce compliance through acceptance and friendship or through such means as punishment and verbal abuse.
 - ∅ Group norms can be positive, helping the group meet its objectives, or they can be negative, hindering the group's effectiveness.
 - ∅ Managers need to understand the norms of the groups they

manage and then work toward maintaining and developing positive norms, while eliminating negative norms.

E) Cohesiveness

Cohesiveness



- ∅ Group cohesiveness: measures the loyalty to the group by its members.
- ∅ Level of participation: as cohesiveness rises, so will participation.
- ∅ Participation helps get members actively involved, but too much can waste time.
- ∅ Level of Conformity: as conformity rises, so does cohesiveness.
- ∅ With too much conformity, performance can suffer.
- ∅ Level of Group Goal Accomplishment: as cohesiveness rises, the emphasis on group accomplishment will rise.
- ∅ High levels of cohesiveness can cause the group to focus more on itself than the firm.
- ∅ Determinates of cohesiveness can be altered to change cohesiveness levels in a group.
- ∅ Group Size: small groups allow high cohesiveness.
- ∅ Low cohesiveness groups with many members can benefit from splitting into two groups.
- ∅ Managed Diversity: diverse groups often come up with better solutions.
- ∅ Group Identity: when cohesiveness is low, encourage a group to adopt a unique identity and engage in healthy competition with others.
- ∅ Success: cohesiveness increases with success.
- ∅ Look for a way for a group to find some small success.

4.3 Group Cohesiveness, Group Effectiveness, and Group Norms

Group Cohesiveness, Group Effectiveness, and Group Norms

Norms	Cohesiveness of the work group	
	High	Low
Aligned with organization	Highest performance	Moderate performance

4.4 Team Communication Process

Team Communication Process



Importance of good communication: good communication allows a firm to:

- ∅ Learn new skills and technologies.
- ∅ Become more responsive to customers.
- ∅ Improve Quality of their product or service.
- ∅ Foster innovation.

4.5 The Communication Process

Communication consists of two phases:

1. **Transmission phase:** 2 or more people share information.
2. **Feedback phase:** a common understanding is assured, as shown in Figure 4.4.

The Communication Process

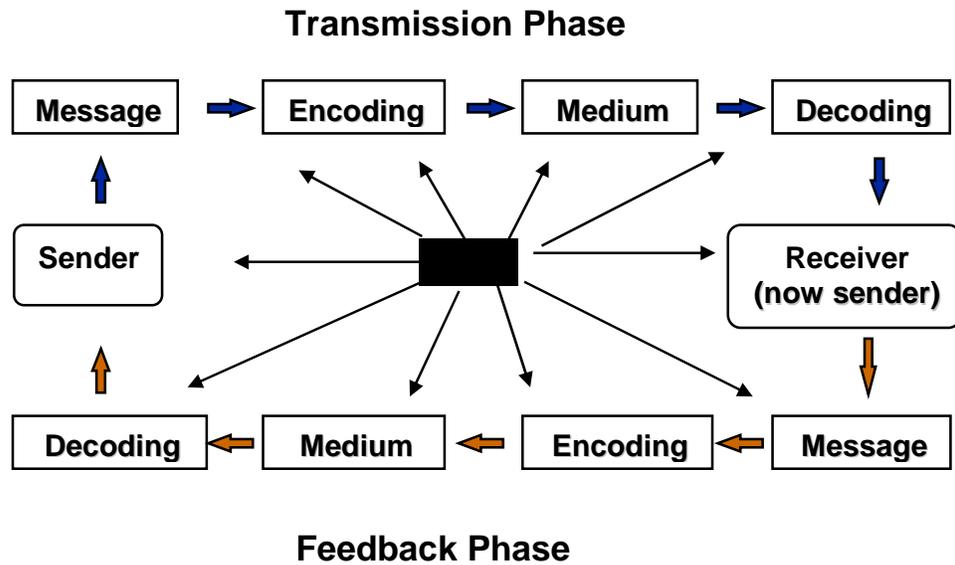


Figure 4.4: Communication process

The interpersonal communication model includes the following parts:

A) The sender

- Ø The communication process starts with the Sender who wants to share information.
- Ø Sender must decide on a message to share.
- Ø Sender also puts the message into symbols or language, a process called encoding.

The sender



Noise

Message



Receiver

B) Noise: Anything harming the communication process.

C) Message

- Ø Messages are transmitted over a medium to a receiver.
- Ø Medium pathway: the message is transmitted on (phone, letter).

D) Receiver

- Ø Person gets the message.
- Ø Decodes the message.
- Ø Decoding allows the receiver to understand the message.
- Ø This is a critical point, can lead to misunderstanding.

E) Feedback

- Ø Feedback is started by receiver and states that the message is understood or that it must be re-sent.

Feedback

Encoding



F) Encoding

- Ø Encoding of messages can be done verbally or non-verbally
- Ø Verbal: spoken or written communication.
- Ø Nonverbal: facial gestures, body language, dress.
- Ø Sender and receiver communicate based on their perception.
- Ø Subjective perception can lead to biases and stereotypes that hurt communication.
- Ø Effective Managers avoid communicating based on a pre-set belief, as shown in Figure 4.5.



Figure 4.5: Effective manager

Dangers of Ineffective Communication

Managers spend most of their time communicating so both they and the subordinates must be effective communicators. To be effective:

- Ø Select an appropriate medium for each message.
- Ø There is no one “best” medium.
- Ø Consider information richness: the amount of information a medium can carry.
- Ø Medium with high richness can carry much information to aid understanding.
- Ø Is there a need for a paper/electronic trail to provide documentation?

Dangers of
Ineffective
Communication



Communication Media

1) Face-to-Face

- Ø Highest information richness.

Communication Media



- ∅ Can take advantage of verbal and nonverbal signals.
- ∅ Provides for instant feedback.
- ∅ "Management By Walking Around" takes advantage of this with informal talks to workers.
- ∅ Video Conferences: provide much of this richness and reduce travel costs and meeting times.

2) Verbal Communication Electronically Transmitted



- ∅ Has next highest richness.
- ∅ Phone conversations, but no visual nonverbal cues.
- ∅ Do have tone of voice, sender's emphasis and quick feedback.

3) Personally Addressed Written Communication:



- ∅ Lower richness than the verbal forms, but still is directed at a given person.
- ∅ Personal addressing helps ensure receiver reads it.
- ∅ Letters and e-mails are common forms.
- ∅ Cannot provide instant feedback to sender but can get feedback later.
- ∅ Excellent for complex messages needing follow-up.

4) Impersonal Written Communication



- ∅ Lowest richness.
- ∅ Good for messages to many receivers. Little feedback is expected.
- ∅ Newsletters, reports are examples, as shown in Figure 4.6.

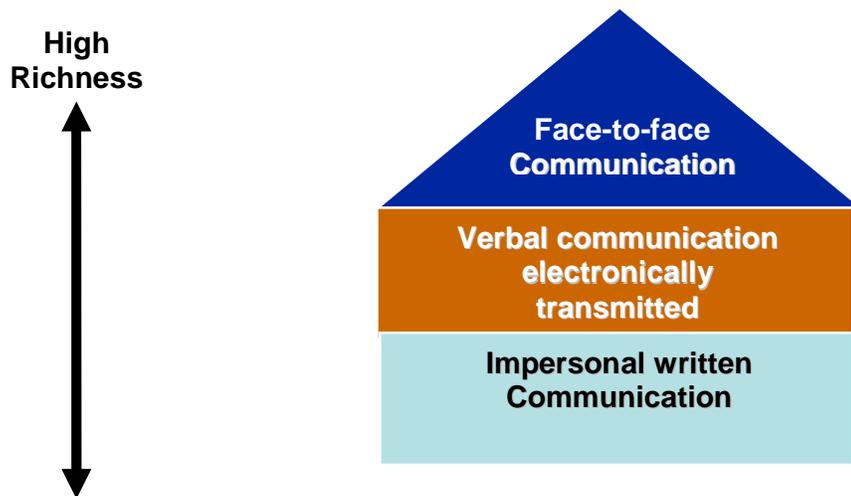


Figure 4.6: Information richness and media type

5) E-Mail Trends

- ∅ E-mail use is growing rapidly in large firms, and there is even special e-mail etiquette:
- ∅ Words in all CAPITALS are seen as "screaming" at the receiver.

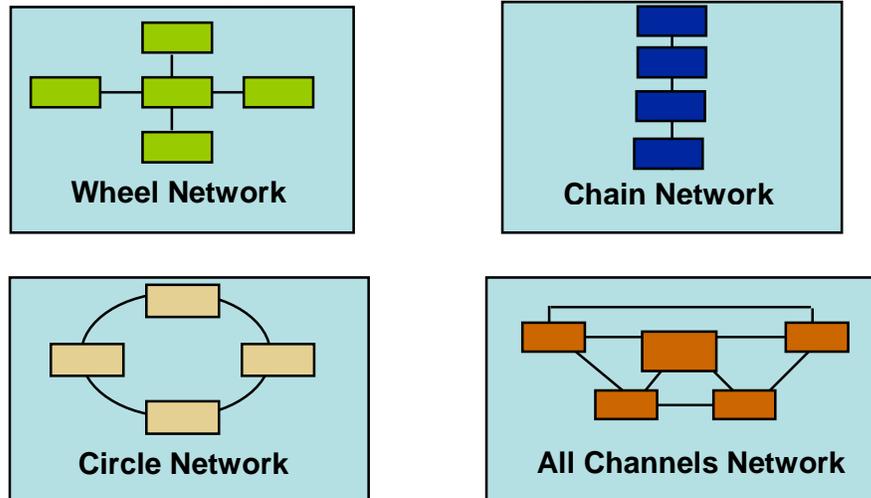


- Ø Punctuate your messages for easy reading and don't ramble on.
- Ø Pay attention to spelling and treat like a written letter.
- Ø E-mail has allowed telecommuting, where workers can work from home and be in touch with e-mail.

6) Communication Networks



- Ø Networks show information flows in an organization.
- Ø Wheel Network: information flow to and from one central member, as shown in Figure 4.7.
- Ø Chain Network: members communicate with people next to them in sequence.
- Ø Wheel and Chain networks provide for little interaction.
- Ø Circle Network: members communicate with others close to them in terms of expertise, office location, etc.
- Ø All-Channel Network: found in teams, with high levels of communications between each member and all others.



Communication Networks in Groups & Teams



Figure 4.7: Communication network

Communication Networks in Groups & Teams

Organization chart depicts formal reporting channels.

- Communication is informal and flows around issues, goals, and projects.
- Vertical Communication: goes up and down the corporate hierarchy.
- Horizontal Communication: between employees of the same level.
 - Informal communications can span levels and departments.
- Grapevine: informal network carrying unofficial information through the firm.

Communication Skills for Managers as Senders

- ü Send clear and complete messages.
- ü Encode messages in symbols the receiver understands.
- ü Select a medium appropriate for the message AND monitored by

Communication Skills for Managers as Senders



- the receiver.
 - ü Avoid filtering (holding back information) and distortion as the message passes through other workers.
 - ü Ensure a feedback mechanism is included in the message.
 - ü Provide accurate information to avoid rumors.
 - ü Pay Attention to what is sent as a message.
 - ü Be a good listener: don't interrupt.
 - ü Ask questions to clarify your understanding.
 - ü Be empathetic: try to understand what the sender feels.
 - ü Understand linguistic styles: different people speak differently.
 - Speed, tone, pausing all impact communication.
 - This is particularly true across cultures.
- Managers should expect and plan for this.

Assessment 4.1

Communication & Distributed Leadership



	Statement	Self	Group
01	I/we share ideas.		
02	I/we share feelings when appropriate.		
03	I/we share materials or resources.		
04	I/we volunteer for roles, which help the group accomplish the task (e.g., timekeeper).		
05	I/we volunteer for roles, which help to maintain a harmonious working group (e.g., encourage everyone to participate).		
06	I/we clarify the purpose of the meeting.		
07	I/we set or call attention to time limits.		
08	I/we ask for help, clarification, or technical assistance when needed.		
09	I/we praise team members' contributions.		
10	I/we ask team member's opinions.		
11	I/we use head nods, smiles, and other facial expressions to show interest/approval.		
12	I/we offer to explain or clarify.		

13	I/we paraphrase other team members' contributions		
14	I/we energize the group with humor, ideas, or enthusiasm when motivation is low.		
15	I/we relieve tension with humor.		
16	I/we check for others' understanding of the concepts discussed.		
17	I/we summarize outcomes before moving to the next agenda item.		

Assessment 4.2

Trust Building



	Statement	Self	Group
01	I/we arrive at meetings on time.		
02	I/we stay for the duration of the meeting.		
03	I/we participated in the establishment of the group's goal.		
04	I/we shared individual personal goals.		
05	I/we encourage everyone to participate.		
06	I/we use member's names.		
07	I/we look at the speaker.		
08	I/we do not use "put-downs."		
09	I/we use an appropriate volume and voice tone.		
10	I/we follow through on next steps.		
11	I/we have a procedure to set personal and group goals and evaluate progress.		

Groups & Teams Impact Effectiveness

Group Dynamics

- Ø Dynamics affect how a group or team functions.
- Ø Group size: affects how a group performs.

Groups &
Teams Impact
Effectiveness



- ∅ Normally, keep group small (2 to 9 members).
- ∅ Small groups interact better and tend to be more motivated.
- ∅ Use large groups when more resources are needed.
- ∅ Division of labor is possible with large group.
- ∅ Group Tasks: impacts how a group interacts.
- ∅ Task interdependence shows how work of one member impacts another.
- ∅ As interdependence rises, members work closer together, as shown in Figure 4.8.

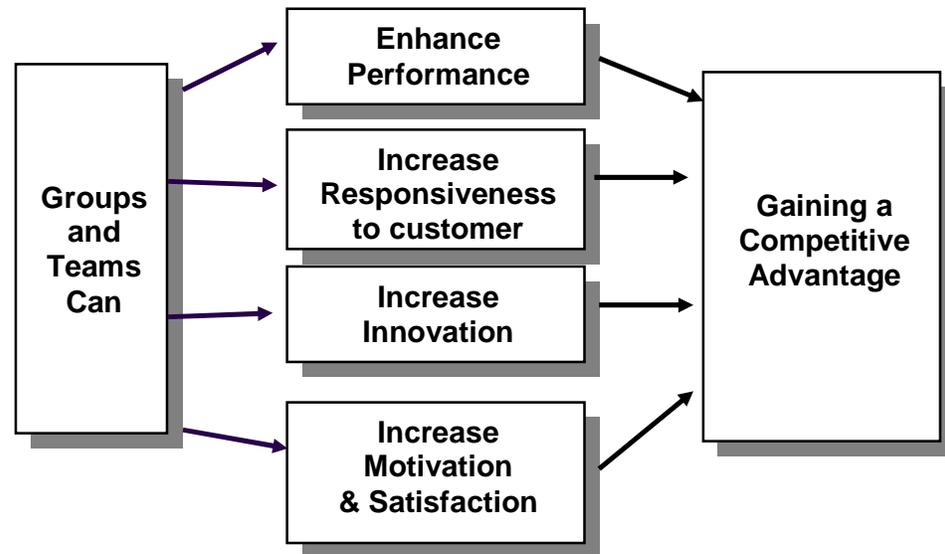


Figure 4.8: Groups and teams impact effectiveness

Chapter 5: Team Measurement



When students finish studying this part, they should be able to:

1. Define the team assessment aspects.
2. Understand the feedback role in enhancing team effectiveness.
3. Understand the relationship between group cohesiveness, group effectiveness, and group norms
4. Describe the role of feedback process in enhancing team effectiveness.

Managing
Team
Performance



5.1 Managing Team Performance

- Motivate groups to achieve goals:
 - n Members should benefit when the group performs well.
 - n Rewards can be monetary or in other forms.
- Reduce social loafing: human tendency to put forth less effort in a group than individually:
 - n To make individual efforts identified and evaluated.
 - n To emphasize individual efforts to show they count.
 - n To keep group size at a small number
- Help groups manage conflict.
 - n All groups will have conflict; managers should seek ways to direct it to the goals.
 - n Practice effective dialogue instead of debate.
 - n Identify and resolve group conflicts
 - n Vary levels and intensity of work.
 - n Provide a balance between work and home.
 - n Critique the way they work as a team, regularly and consistently.
 - n Practice continuous improvement

Team
Assessment
Aspects



5.2 Team Assessment Aspects

It is common practice in assessing team performance to appoint, and if necessary train, a “**group facilitator**”. The role of this person is to continually draw the teams’ attention to the team process and to suggest structures and practices to support and enhance the team skills. This must be only a short-term training strategy, however, since the existence of a single facilitator may prevent the team from assuming collective responsibility for the team process. The aim of

any team should be that facilitation is performed by every member equally and constantly. If this responsibility is recognized and undertaken from the beginning by all, then the Storming phase may be avoided and the group development will pass straight into Norming.

The following is a set of suggestions, which may help in team assessment. They are offered as suggestions, no more; a team will work towards its own practices and norms.

Focus



1) Focus

The two basic foci should be the **team** and the **task**. If something is to be decided, it is the team that decides it. If there is a problem, the team solves it. If a member is performing badly, it is the team who asks for change.

If individual conflicts arise, review them in terms of the task. If there is initially a lack of structure and purpose in the deliberations, impose both in terms of the task. If there are disputes between alternative courses of action, negotiate in terms of the task.

Clarification



2) Clarification

In any project management, **the clarity of the specification is of paramount importance** - in-group work it is exponentially so. Suppose that there is a 0.8 chance of an individual understanding the task correctly (which is very high). If there are 8 members in the group then the chance of the group all working towards that same task is 0.17 and the same reasoning holds for every decision and action taken throughout the life of the team.

It is the first responsibility of the group to clarify its own task, and to record this understanding in a form of team's "mission" so that it can be constantly seen. This *mission statement* may be revised or replaced, but it should always act as a focus for the group deliberations and actions.

The mouse



3) The mouse

In any group, **there is always the quiet one in the corner who doesn't say much**. That individual is the most under utilized resource in the whole group, and so represents the best return for minimal effort by the group as a whole. It is the responsibility of that individual to speak out and to contribute. It is the responsibility of the group to encourage and develop that person, to include him/her in the discussion and actions, and to provide positive reinforcement each time that happens.

The loud
mouth

4) The loud-mouth

In any group, **there is always a dominant member whose opinions form a disproportionate share of the discussion**. It is the responsibility of each individual to consider whether they are that

person. It is also responsibility of the group to ask whether the loud-mouth might like to summarize briefly, and then ask for other views.

The written record



5) The written record

Often a decision which is not recorded will become clouded and have to be re-discussed. This can be avoided simply by recording on a large display (where the group can clearly see) each decision as it is made. This has the further advantage that each decision must be expressed in a clear and concise form, which ensures that it is clarified.

Handling failure



6) Handling failure

The long-term success of a group depends upon how it deals with failure. It is a very British tendency to brush off failure and to get on with the next stage with no more than a mention - it is a very foolish tendency. The group should explore any failure. This is not to attribute blame (for that is shared by the whole group as an individual only acts with delegated responsibility), but rather to examine the causes and to devise a mechanism, which either monitors against or prevents repetition. A mistake should only happen once if it is treated correctly.

One practice, which is particularly useful, is to delegate the agreed solution to the individual or sub-group who made the original error. This allows the group to demonstrate its continuing trust and the patience to make amends.

Handling deadlock



7) Handling deadlock

If two opposing points of view are held in the group then some action must be taken. Several possible strategies exist. Each sub-group could debate from the other sub-group's viewpoint in order to better understand it. Common ground could be emphasized, and the differences viewed for a possible middle or alternative strategy. Each could be debated in the light of the original task. But firstly, the group should decide how much time the debate actually merits and then guillotines it after that time - then, if the issue is not critical, toss a coin.

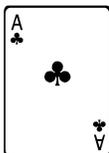
Sign posting



8) Sign posting

As each small point is discussed, the larger picture can be obscured. Thus, it is useful to frequently remind the group: this is where we came from, this is where we got to, and this is where we should be going.

Avoid single solutions



9) Avoid single solutions

First ideas are not always best. *For any given problem, the group should generate alternatives, evaluate these in terms of the task, pick one and implement it.* But most importantly, the team must also monitor the outcome, schedule a review and be prepared to change the plan.

Active communication



10) Active communication

Communication is the responsibility of both the speaker and the listener. The speaker must actively seek to express the ideas in a clear and concise manner - the listener must actively seek to understand what has been said and to ask for clarification if unsure. Finally, both parties must be sure that the ideas have been correctly communicated perhaps by the listener summarizing what was said in a different way.

Feedback Role in Enhancing Team Effectiveness



5.3 Feedback Role in Enhancing Team Effectiveness

There are two types of feedback: they are positive and negative feedback, as shown in Figure 5.1.

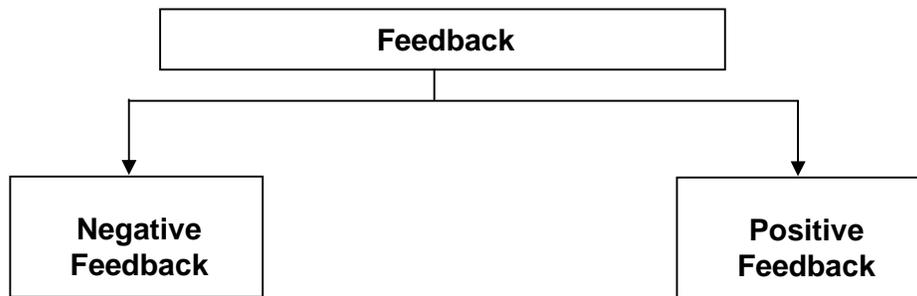


Figure 5.1: Feedback types

Negative Feedback



A) Negative Feedback

All criticism must be neutral: focused on the task and not the person. So rather than calling a team member names (such as stupid), point out the error and offer him a chance to correct it. It is wise to adopt the policy of giving frequent feedback, especially for small things. Feedback session may be held under the coaching of a facilitator where mutual feedback can be exchanged. This will help develop feedback skills in team so that when things really go wrong, they can handle ____ in non-destructive way.

Positive feedback



B) Positive Feedback

If anyone does something well, praise it. Not only does this reinforce commendable actions, but it also mollifies the negative feedback, which may come later. Progress in the task should be emphasized.

Conclusion



Conclusion

Teams are like relationships - you have to work at them. In the work place, they constitute an important unit of activity but one whose support needs is only recently becoming understood. By making the team itself responsible for its own support, the responsibility becomes an accelerator for the team process. What is vital is that these needs

are recognized and explicitly dealt with by the team. **Management must allocate time and resources to this by the team and, and the team process must be planned, monitored and reviewed just like any other managed process.**

Potential Obstacles to Success: Why Do Some Teams Fail



5.4 Potential Obstacles to Success: Why Do Some Teams Fail?

- ∅ Some teams fail because their members are unwilling to cooperate with each other.
- ∅ Some teams fail to receive support from management.
- ∅ Some managers are unwilling to relinquish control.
- ∅ Team might fail not because their members do not cooperate with each other, but also because they fail to cooperate with other teams

Common Problems Encountered in Working With Teams

5.5 Common Problems Encountered in Working With Teams

	Problem	Meaning
1	Personality and work style differences.	<p>§ Team members bring a range of individual differences, motivations, and work styles to the group. Some people see a project, job, or class assignment as one more of “life’s little requirements.” Their primary goal is to get it done and move on. For others, the project or task is an important personal statement. They take pride in their contribution.</p> <p>§ Work styles also differ. Some members will take a highly structured approach, while other will take non-structured approach.</p>
2	Poor task/ problem definition.	<p>§ Groups often see their role in terms of problem solving and getting the job done. Unless the real issues are carefully identified, the group may find a quick solution to the wrong problem, and may result inefficiency.</p>
3	Poor preparation.	<p>§ Groups often use meetings ineffectively. A lack of focus, unstructured discussions, and unprepared members can lead to wasted time and little real decision-making and actions.</p>

4	Difficulties in compromising.	§ Inflexibility and the desire by some members to “win the argument” are common problems in groups. Some members come into a discussion with their minds made up and are not interested in new information; they will fail to be good listeners.
5	Lack of Empathy.	§ Group members may view the project only in terms of their own efforts and fail to see the contributions of other members. It becomes easy to dismiss problems that don’t affect them personally.
6	Poor conflict management skills.	§ Conflict can be either productive or destructive. § Conflict can be helpful if it expands the pool of ideas, helps to clarify issues, and prevent groups from reaching a premature consensus. § In contrast, conflict is destructive if it becomes personal and leads to infighting and drains to energy of group members.
7	Lack of cohesiveness.	§ Groups that lack cohesiveness fail to function effectively as a unit. § Cohesive groups share common goals, and members are committed to understanding and helping each other. § Cohesion is an important variable in predicting the ability of groups of people to identify and solve problems.



Q: Mention some other problems that a group can encounter?

These are sample statements you and your team members will be asking during the assessment process

- Decisions seem to be forced upon us
- People are not encouraged to speak out
- When the going gets tough it is every man/ woman for him/ herself
- Communication needs improving
- Decisions are taken at the wrong level
- Some of the managers are not true to themselves
- We seldom question the content or usefulness of our meetings

- There are insufficient development opportunities
- We are frequently at loggerheads with other departments
- No one is really clear of where we are going
- People do not say what they really think
- Conflict is destructive in this team
- There is inadequate information on which to base decisions
- Some of the managers are not trusted
- We do not learn from our mistakes
- Managers do not help their subordinates to learn etc.?

Team
Measurement
Concept and
Methodology



5.6 Team Measurement Concept and Methodology

The following dimensions are critical to effective team measurement:

- Perceived clarity of objectives and goals,
- Degree of openness and confrontation in operation,
- Degree of support and trust in operation,
- Perceived cooperation and conflict levels,
- Soundness of working methods and decision making,
- Appropriate leadership applied,
- Regular review,
- Perception of individual development opportunities, and
- Level of sound inter-group relations.

If any of these are blurred, confused or not present in your organizational environment you have in all probability a dysfunctional team, exhibiting poor leadership and costly inefficiencies, with great potential for improvement. The spirit to do well and work together may be there but will not come to the fore, in such a climate. Middle management 'away days' or so called team building courses, doing trust type exercises etc. will not help.

Take one, not so hypothetical example, of the period ending reporting process/procedures. This usually involves all sections, departments and branches of an organization working together, quality control, production, sales, admin., support services, information services etc. If there is a hold up for a few short hours in one department, all other departments wait / suffer and communication lines get more than a tad hot.

Team spirit goes, support and trust vanishes and conflict can ensue as no one accepts responsibility. It's every person for themselves, protecting their own territory. Can you relate to this example?

This team building exercise will highlight just such an occurrence and pave a way forward for you, your team and your organization.

Team
assessment
and feedback



Team assessment and feedback

1. Diversify team membership
2. Keep teams small in size
3. Select the right team members
4. Train, train, train
5. Clarify goals
6. Link individual rewards to team performance.
7. Use appropriate measures
8. Encourage participation
9. Cultivate team spirit and social support.
10. Foster communication and cooperation
11. Emphasize the urgency of the team's task
12. Clarify the rules of behavior.
13. Regularly confront teams with
14. Acknowledge and reward vital contributions to the team.

Rewarding
Teams



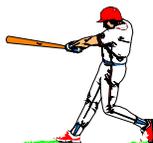
5.7 Rewarding Teams

There are at least four norms that might dictate how rewarding takes place in teams:

- Ø Equity – reward according to inputs such as effort, performance, or seniority.
- Ø Equality – reward everyone equally.
- Ø Reciprocity – reward people the way they reward you.
- Ø Social responsibility – reward those who truly need the reward

5.8 Empowerment as a Tool for Effectiveness

Empowerment
as a Tool For
Effectiveness



- Teach workers how to work in teams
- Make effective team interaction and cooperation a criteria in grading
- Ask for progress reports early on, including the functioning of the team
- Make the feedback public in the team
- Allow in class time for team meetings and planning and make yourself accessible to teams
- Design formative assessment on both the work itself AND the team work
- Allow for the time required to make teams work
- As a rule assign workers to teams rather than allowing them to self select
- Share the final products of the group work with the entire class and invite critique
- Make use of a group evaluation form and adapt future assessment in response.



Assessment 5.1

Conflict Management

	Statement	Self	Group
01	I/we communicate the rationale for ideas or conclusions.		
02	I/we ask for justification of others' conclusions or ideas.		
03	I/we extend or build on other members' ideas or conclusions.		
04	I/we generate additional solutions or strategies.		
05	I/we test the "reality" of solutions by planning and assessing the feasibility of their implementation.		
06	I/we see ideas from other persons' perspective.		
07	I/we criticize ideas without criticizing people.		
08	I/we differentiate differences of opinion when there is a disagreement.		
09	I/we check group members' follow-through.		
10	I/we assess group functioning honestly.		

Teamwork
Quotes and
Proverbs



Teamwork Quotes and Proverbs

- It is amazing how much you can accomplish when it doesn't matter who gets the credit.
- There is no "I" in "TEAMWORK."
- Teamwork: Simply stated, it is less me and more we.
- TEAM = Together Everyone Achieves More.
- Teamwork is the fuel that allows common people to attain uncommon results.
- Teamwork is the ability to work together toward a common vision.
- Teamwork is the ability to direct individual accomplishments toward organizational objectives.
- The whole is greater than the sum of the parts.

- Teamwork is working together — even when apart.
- A job worth doing is worth doing together.
- Coming together, sharing together, working together, and succeeding together.
- A successful team beats with one heart.
- Teamwork divides the task and doubles the success.
- Teamwork doesn't tolerate the inconvenience of distance.

Remember



Teams and Groups

Remember

Teams and Groups

- § **Group:** two or more people who interact with each other to accomplish a goal.
- § **Team:** group who work intensively with each other to achieve a specific common goal.
- § All teams are groups, **BUT** not all groups are teams.
- § Teams often are difficult to form.
- § Takes time for members to work together.
- § Teams can improve organizational performance.

Designing
Effective Work
Teams

Designing Effective Work Teams

A good model for thinking about the design of effective work teams is to consider a successful sports team, whether professional or amateur. In most cases, such teams are small teams made up of highly skilled individuals who are able to meld these skills into a cohesive effort. The task they are performing is intrinsically motivating and provides very direct feedback. If there are status differences on the team, the basis for these differences is contribution to the team, not some extraneous factor. The team shows an obsessive concern with obtaining the right personnel, relying on tryouts or player drafts, and the team is "coached," not supervised. With this informal model in mind, let's examine the concept of team effectiveness more closely.

According to Hackman, a work team is effective when (1) its physical or intellectual output is acceptable to management and to the other parts of the organization that use this output, (2) team members' needs are satisfied rather than frustrated by the team, and (3) the team experience enables members to continue to work together.

What leads to team effectiveness? In colloquial language, we might say "sweat, smarts, and style." More formally, Hackman notes that team's task, when great knowledge and skill are directed toward the task, and when the team adopts sensible strategies for accomplishing its goals. And just how does an organization achieve this? There is growing awareness in many organizations that the answer of **self-managed work teams**.

Principles for
Effectiveness



Principles for Effectiveness

Recent research has discovered a number of factors that contribute to the effectiveness of cross-functional teams

- Super ordinate goals
- Physical proximity.
- Autonomy.
- Rules and procedures.
- Leadership.

Problem – solving teams Management confronts many different organizational problems daily. Examples are production systems that are not manufacturing products at the desired levels of quality workers who appear to be listless and uninvolved and managers who are basing their decisions on inaccurate.

For assistance in solving such formidable problems management commonly establishes special team. A team set up to help eliminate a specified problem within the organization is called a problem-solving team. The typical problem – solving team has 5 to 12 members and is formed to discuss ways to improve quality in all phases of the organization, to make organizational processes more efficient, or to improve the overall work environment.¹⁸

After the problem solving team reaches a consensus, it makes recommendations to management about how to deal with the specified problem. Management may respond to the team's recommendations by implementing them in their entirety, by modifying and then implementing them, or by requesting further information to assess them, once the problem that management the team is generally disbanded.

Turning
Individuals into
Team Players



Turning Individuals into Team Players

How to get people to work together?

The first characteristic of problem-solving groups in that is task-oriented.

A typical problem solving group is second characteristic of problem-solving groups is that the individual members communicate face to face.

The four characteristics are group leadership, communication patterns. Communication climate and group cohesiveness
Group Leadership: acting like a leader

Discussion Questions

Review
Questions



Review Questions

1. Explain why modern organizations depend heavily on team efforts.
2. Define a team, and give examples.
3. Distinguish between formal and informal workgroups.
4. Define and discuss the five stages of group development.
5. Identify and discuss the key dimensions that affect work group effectiveness.
6. Describe the attributes of an effective group. Provide examples from your own experience or from an organization that you have read about in recent publications.

Discuss
Questions



Discuss Questions

1. Have you ever violated group norm? Discuss your behavior and the group's reaction?
2. Describe an effective and an ineffective group in which you have been a member. What role(s) did you play? What status did you have in the group? How cohesive was the group? What could you have done to make the group more effective?
3. What is the difference between a collection of individuals and a group? Who is a "group" of people waiting in line to see a movie not really a group?
4. Identify the stages of group development described in the text and apply them to any group to which you belong do all the stages apply?
5. Give examples demonstrating how norms, roles, and status operate within any groups to which you may belong
6. Imagine that you are about to go on stage to give a solo piano recital. How would the phenomenon of social facilitation account for your performance?
7. Describe an incident of social loafing in which you may have been involved (e.g., a class project). What might be done to overcome this effect?
8. What makes a team a special form of group? Is a baseball team really a team or is just a group?
9. Based on the evidence regarding the effectiveness of teams, would you say that the popularity of team today is well founded?
10. Suppose you were to compose a work team in your organization. What potential pitfalls would you expect? What might you be able to do to help make that team perform at high levels?

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